

Anna Podkopaeva

English teacher in primary school

Vasteras municipality

Vasteras (Sweden)

Yuliia Podkopaieva

Candidate of Psychological Sciences,

Associate Professor

Associate Professor of Aviation Psychology Department National

Aviation University Kyiv (Ukraine)

THE INFLUENCE OF INFORMATION SPACE ON THE FORMATION OF THE CHILD'S PERSONALITY

The problem of the influence of information space on the formation of the child's personality is relevant and requires in-depth study in terms of psychological and pedagogical science.

Modern information and communication technologies, and especially the Internet, significantly affect the development and formation of the child's personality. Of course, today's children are isolated from each other, but connected by social networks. The influence of external factors is considered to be their peculiarity of information perception, as a result of which views, attitudes to things, ideals, values, etc. are formed.

The formation of universal values and ideals begins in early childhood – an important period of personality development, when there is the ability to think, consciously grasp the surrounding space and oneself, communicate with other people. Children develop the ability to follow patterns. These ideals are specific, but still unstable and change rapidly under the influence of new impressions. They are not formed, because they do not meet the criteria of awareness, effectiveness. Usually, children imitate only the external manifestation of the actions of the heroes, which they consider a model for themselves [7, p. 181]. Through interaction with the environment, children enrich the idea of standards of beauty (fashion, style); develop aesthetic taste, the ability to express their own preferences, cognitive and emotional interest in nature; learn to distinguish between good and bad (evil) deeds; realize moral norms, learn the rules of conduct accepted in society; master values and universal spiritual ideals [2; 3; 4].

Modern information and communication technologies, and especially the Internet, influence the formation of the child's personality, his system of relationships, behavior, identification and orientation. However, it is becoming increasingly difficult to regulate the impact of the information space on children. In such a complex atmosphere of speech, where the calculation is not only and not so much on the mind as on the feelings, the child is difficult to understand on their own. During the evening before the eyes of the young viewer are: war heroes and horrible beasts, news of science, technology and medicine, sports programs and footage of international events, movies of various genres, cartoons and special programs for self-development. Children watch everything that appears on TV screens and on the Internet: various programs, good and bad movies, ideological and unsuccessful, designed for a small audience and with a warning "Children under 16 are prohibited."

They look at everything, but do not see significant information that their parents could pay attention to [3].

Experience and research show that the choice of movies, websites and TV shows by parents to watch and children exists only formally, without proper response. Most children watch and listen to everything, but parents discuss only children's movies and programs with their children. They perceive everything else according to their own understanding. Violence on television and on the Internet not only increases children's aggression, but also affects their system of moral and spiritual values and behavior [6, p. 411]. The constant influence of the information space, which from the earliest years surrounds the growing personality, forms his life views, promotes the assimilation of both positive and negative ideas about patterns, about the highest human value [1; 5].

It is stated that modern children almost do not read fiction, which expands their worldview instead, prefer modern animated products, which depict ambiguous, distorted images of characters, which without the help of an adult child can not understand, but often imitates [3].

Modern information and communication technologies in various ways, freely or involuntarily, encode the behavior of children, forcing them to live by the laws of the screen world. The vast majority of them have a negative impact on the formation of the child's personality, form a tendency to aggression, addictions, mental disorders and more. Children

do not have samples for identification, so in our opinion, it is very important not to allow children to watch animated products and social networks. Adults should pay more attention to what the child looks at, what he admires, whom he imitates. After all, it is through the perception of information from various media on the basis of emotional expression of their own aesthetic preferences that positive and negative examples are selected for identification and imitation [2; 3; 4].

Of course, dosed and directed work on the computer in the social network has many positive qualities, especially at the stage of learning about the world, the formation of useful skills. Children get great opportunities for comprehensive self-development, education, and communication. But, paradoxically, these acquisitions lead to a decrease in cultural level, moral qualities, memory and attention, the development of isolation from others. There are changes in the fundamental spiritual and cultural principles, concepts and ideas, and intellectual development takes place in a different socio-temporal dimension. Information technology has a hypnotic effect on intelligence, and computer games can lead to a complete mix of real and virtual worlds.

As the analysis of psychological and pedagogical literature and the results of our study showed, every year there is a significant increase in the negative impact of information technology, which leads to the formation of children's egocentrism, disorientation of values, spirituality and deformation of patterns. This trend requires expanding the range of knowledge of practical psychologists, teachers, educators of extended day groups, parents on activities aimed at overcoming the uncontrolled use of computers, the Internet, mobile phones, etc. by their children. Its success is achieved through the coordinated interaction of all participants in the educational process.

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